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ABSTRACT

Technical problems involved in obtaining scores for essays written by teacher candidates are addressed. The rating procedure assures that each essay is read by three raters specially trained for the task. Ratings range from "1" for incompetent or unacceptable to "4" for outstanding. The score assigned to each essay will be the sum of the ratings assigned it by the three raters and may range from "3" to "12." If needed, a fourth reader's rating shall replace the most discrepant of the three raters' ratings. The following three components comprise a uniform system for keeping track of the movement of several thousand essays to be rated through the hands of perhaps several dozen raters: (1) a detailed chronology of the steps that must be taken to prepare the essays, assign them to ratings teams, and move them between raters within teams; (2) copies of the various forms that will be used in the ratings process, completely illustrating the processes step by step; and (3) blank copies of the forms to be duplicated for use as prescribed. (RL)

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RATINGS MANUAL FOR THE WRITING SUBTEST OF THE FLORIDA TEACHER COMPETENCY EXAMINATION

Procedures for Managing the Rating and Evaluation of Essays Written for the Writing Subtest

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College of Education
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VOLUME THREE OF FIVE

Under Contract to the Department of Teacher Education
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GLOSSARY

To avoid confusion, the terms specified below are used consistently in accordance with the accompanying definitions.

RATING: this term will be used to refer to the numeric sign that a rater awards an essay to indicate his or her judgment of its quality; a rating may range from "1" for unsatisfactory to "4" for outstanding.

SCORE: this term will be used to refer to the sum of the ratings awarded to an essay by the three raters who have read it; scores may range from "3" to "12".

GRADE: this term will be used to refer to the interpretation of a score as "satisfactory" (S) or "unsatisfactory" (U); it is recommended that the U designation apply to scores of "3" and "4", with the S designation applying to scores from "5" through "12".

1. OVERVIEW. This manual is addressed to the technical problems that will be involved in obtaining scores for the essays written by candidates for this subtest. The rating process is straightforward, but it is complicated in its execution, simply because there will be a large number of people involved and a great many forms and essays to be handled.

The rating procedure is this. Each essay will be read by three raters who will be specially trained for the task. The ratings will range from "1" for incompetent or unacceptable up to "4" for outstanding. The score assigned to each essay will be the sum of the ratings assigned it by the three raters, so scores on any essay may range from 3 to 12. (The sum is used rather than the average score because it is easier to compute and simpler to use in various calculations and in reporting scores .) In cases in which the ratings assigned to an essay by the three raters diverge beyond certain specified limits, the essay will be read by a fourth reader, henceforth to be called the "referee," whose rating shall replace the most discrepant of the three raters' ratings.

Since there will, on any particular occasion, be several thousand essays to be rated and perhaps several dozen raters, and since it is essential that each rater be aware neither of the identity of the writer whose essay he or she is reading nor of the ratings assigned the essay by other raters, the need for a uniform system for keeping track of the movement of essays through the hands of the various raters is obvious.

The system that is outlined in the following pages has, essentially, three components.

2. Stamp or write the code number of the Competency Examination with which the test booklet is to be associated in the upper right-hand corner of the cover sheet AND of each attached blank sheet.

B. Exposition. The necessary sections of explanatory prose will be inserted between the segments of the chronology at the points where they are logically called for. Each such section will be identified by a number and a descriptive heading in capital letters.

C. Figures. These include specimens of forms and materials to be used in the ratings task; forms partially completed to illustrate, step-by-step, activities described in the Chronology; and various tables and checklists that will simplify particular tasks. These figures will be numbered in sequence as they are referred to in the text, and all figures will be found, in numerical order, in Appendix A to this booklet. A blank copy of each separate form that will have to be duplicated will also be found in Appendix B, so that forms may be removed for duplication without disturbing the sequence in Appendix A.

References to figures will be made as frequently as necessary in the following manners.

A. A detailed CHRONOLOGY of the steps that must be taken by the staff managing the ratings process to prepare the essays, assign them to ratings teams, move them between raters within teams, and so forth.

B. Blocks of EXPOSITION--small essays like the present one--that provide essential information or explain how and why a certain operation is to be carried out.

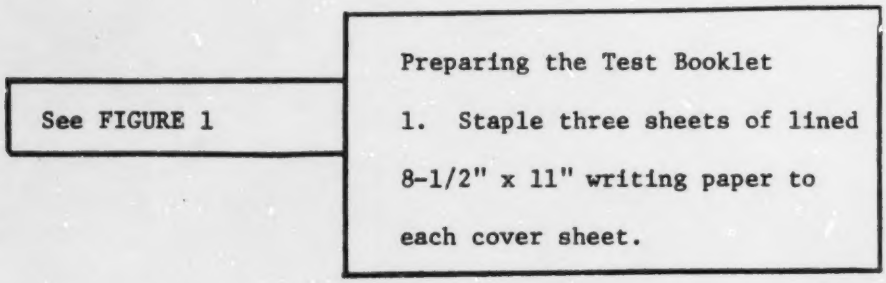
C. Various FIGURES--forms, charts, and illustrations--to assist in understanding the points made in the other sections.

2. FORMAT. For the sake of easy reference, these three sorts of materials will be distinguished typographically.

A. Chronology. The steps in completing a particular subtask in the ratings process will be numbered, set up in a ruled box, and identified by a descriptive heading. For example, the steps in the preparation of the writing subtest instrument would be presented in this manner:

Preparing the Test Booklet
1. Staple three sheets of lined 8-1/2" x 11" writing paper to each cover sheet.

1. Within the chronology, the references to figures will be inserted in a ruled arrow pointing toward the numbered step to which the figure is pertinent. For example:



2. Within the Exposition, references to figures will be inserted within the text where called for. For example:

"The code number for a set of papers are to be written consecutively down column 5. SEE FIGURE 4."

3. PREPARATION OF THE ESSAYS FOR THE RATERS. Each essay will have a cover sheet stapled to it. This cover sheet will contain biographical data about the writer of the essay, the test instructions, a list of possible essay topics, and--most importantly for tracking purposes--a code number. (This code number is common to all the subtests taken by

the candidate, and the greatest care must be taken that the score awarded the candidate's essay is accurately associated with his proper code number.)

The candidates' essays will be assembled into sets of about thirty, the cover sheets will be removed and filed--so that the essays will be graded anonymously--and the candidates' code numbers will be recorded on a Rater's Tally Sheet, one of which will be assigned to each set of thirty or so essays.

The Rater's Tally Sheet (FIGURE 1) is a multipurpose form that will be used for tallying individual rater's ratings, recording referee's ratings, and computing total scores. The data on the Summary copy of the Rater's Tally Sheet will also be used for making computations of rater agreement and by the keypunch operator who prepares the candidates' scores for the computer. Turn now to the sample Rater's Tally Sheet, Figure 1 in Appendix A, and study it before proceeding. The form will hereafter usually be referred to by the initials RTS.

For convenience's sake, it will be assumed in the following discussions that there are 1,000 essays to be rated.

Assembling the Sets of Essays

1. Separate the 1,000 essays into sets of thirty. This will yield 33 sets with ten essays left over. Distribute the ten

remaining essays, one essay per set, among the first ten sets.

See FIGURE 1

2. Place a blank RTS atop each set of essays.

3. Write the number of the set prominently in the upper right hand corner of the RTS.

Recording the Code Numbers

4. For each set of essays, copy, from the cover sheets of the test booklets, the candidates' code numbers and list them consecutively down Column 5 of the RTS. When this is completed, each of the 33 RTL's will contain the the code numbers of the essays in the set in the same order that the essays themselves are arranged.

See FIGURE 2, where this has been done for a sample set

Filing the Cover Sheets

5. Remove the cover sheets from the writing test booklets, keep-

ing them together by sets.

NOTE: While removing the cover sheets, check to see that the code number appears on each page of the essay. If a number is missing, write it in.

6. Place a blank sheet of paper atop each set of cover sheets and write the set number prominently on it.

7. Fasten the cover sheets together by sets, and file them consecutively by number.

A total of five RTS's will be needed for each set of essays: one for use by each of the three raters, one for use by the referee, and one for compiling scores. (Before the sheets are duplicated, however, the sets of essays will be assigned to teams of raters, so that the testees' code numbers will have to be copied on the RTS only once.)

The instructions for preparing the essays must, therefore, be interrupted at this point for a discussion of, first, a method of estimating the required number of teams of raters, and, second, a system for assigning the sets of essays to teams of raters. The instructions resume with Section 7.

4. ESTIMATING REQUIRED NUMBER OF TEAMS OF RATERS. When the number of essays to be rated is known, it is possible to determine how many teams of raters will be required for how many days.

Experience has shown that it will take an experienced rater approximately two-and-one-half to three minutes to read the 300 to 500 word essay the average candidate will write during the examination period. We are assuming 1,000 essays, each of which is to be read by three raters in three minutes. The rating process, then, will take approximately 9,000 man-minutes or 150 man-hours.

These 150 man-hours, however, cannot be broken down into solid eight-hour workdays. Since reader fatigue is a major threat to the reliability of ratings, rest periods must be provided. The highest efficiency can probably be obtained by scheduling ratings sessions of ninety minutes, during which thirty papers will be read.

A minimum of four and a maximum of five such ratings sessions can be scheduled in a working day, depending on the length of breaks. Since time will often be required for discussions of ratings problems and for retraining, it is best to figure on scheduling four ninety-minute ratings sessions per day.

The effective working day, then, is 4 x 90 minutes = 360 minutes =

six hours. The required 150 man-hours translates into 25 six-hour man-days, which must be further divided by three to obtain the number of team-days required. This will be eight-and-one-third.

To summarize:

$$\frac{1\,000 \text{ essays} \times 3 \text{ readers} \times 3 \text{ minutes}}{60 \text{ minutes} \times 6 \text{ hours} \times 3 \text{ team members}} = \frac{1{,}000 \text{ essays}}{120 \text{ essays-per-day}} = 8.33 \text{ team-days.}$$

Or, in general:

$$\frac{\text{Number of Essays}}{120} = \text{Number of Team-Days.}$$

The next question is how to balance off the number of teams and the number of days. For example, eight teams (24 persons) could rate 1,000 essays in one extended work day. But 24 is probably too large a group to train conveniently and too large to house and provide workspace for. Alternatively, one three-person team could grade 1,000 essays in about eight days, but that would be wasteful in terms of the administrative and support personnel that would have to be provided. The best solution would be three teams, which could rate the 1,000 essays in a bit less than three days. (8.33 team-days/3 teams = 2.78 days.)

A good rule of thumb, then, is to calculate that for every 1,000 essays the services of nine raters will be needed for three days. (And for each nine raters, as explained below, there will be three referees.)

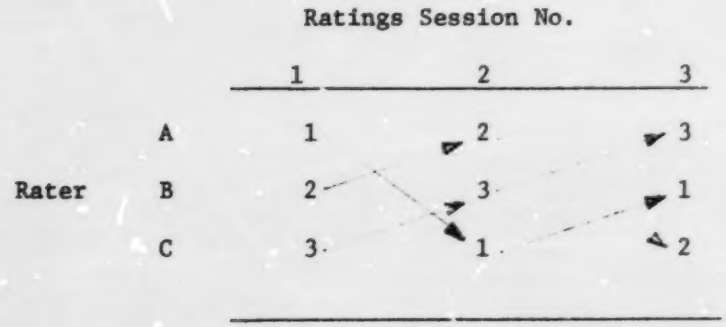
5. ASSIGNING SETS OF ESSAYS TO TEAMS OF RATERS. This is not a complicated process, but it must be handled carefully.

A blank Essay Management Schedule (hereafter, EMS) is presented as Figure 3 in Appendix A. (FIGURE 3). It will allow for scheduling the ratings of 1,000 or so essays. Each of the required nine raters will be assigned to a team (1, 2, or 3) and each will be assigned a letter (A, B, or C) within that team. Each rater's name will be written in the appropriate space on the EMS.

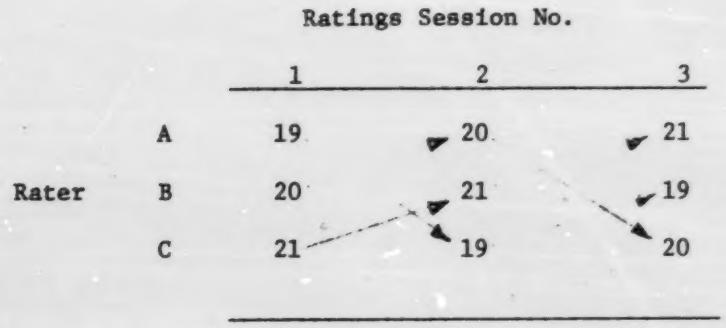
REFER NOW TO FIGURE 4. In FIGURE 4, sets of essays have been assigned, by numbers, to members of the rating teams for consecutive readings. Note that a "blocks of nine" pattern has been followed for assigning three sets of papers to three raters in a team. By following this pattern it is simple to assign and distribute the essays and keep track of their movement during the ratings process.

For each block of three ratings sessions, three consecutively numbered sets of essays are assigned to each team of raters. In the example in Figure 4, for instance, the sets of essays numbered 1 through 3 are assigned to team 1 for the first three ratings sessions. The lowest numbered set of the three is given to rater A, the second to rater B, the highest to rater C. The essays are collected at the end of the first ratings session and redistributed prior to the beginning of the second session.

For the second ratings session, rater A's set of essays goes to rater C, C's set to B, and B's set to A. The same pattern of movement is followed in distibuting sets of essays to the raters prior to the third ratings session: A's to C, C's to B, B's to A; as follows:



Or, for a later session:



The "blocks of nine" pattern, then, is to be followed both in initially assigning sets of essays to raters and later, during the ratings sessions, in keeping track of the movement of sets of essays among teams of raters.

6. ADDITIONAL OBSERVATIONS ON THE ESSAY MANAGEMENT SCHEDULE. Note in FIGURE 4 that the schedule makes provision for an initial training session of about two hours and for one or possibly two retraining sessions if they are needed. Note also that the completed schedule calls for five ratings sessions on the final day, so that the work may be completed without extending into a fourth day. If the retraining session for which time is provided on the second day is not required, the extra ratings session could be scheduled on the second day, which would probably be to the liking of raters having to make travel connections.

Note also that the raters in Team 3 will have completed their work (in this case) by mid-day on the third day and could be released. Raters with travel connections to make or with other reasons for leaving early should be assigned to Team 3.

The Essay Management Schedule is completed some time prior to the time when the raters will be assembled; it lays out the details of the ratings task in such a way that, for instance, assignment of raters to teams may be done in ways that take cognizance of the needs both of raters and administrative staff.

7. FURTHER PREPARATION OF THE SETS OF ESSAYS. Once the EMS's have been completed, the information on them will be used to complete the preparation of the Rater's Tally Sheets for the raters.

See FIGURE 4 where this has been done.

Assigning Sets of Essays to Raters

1. Assign each rater to a team, 1, 2, or 3.
2. Assign a letter--A, B, or C--to each rater on each team.
3. Insert the raters' names in the proper spaces on the EMS.
4. Following the procedure discussed in Section 5 above and illustrated in Figure 4 in Appendix A, assign sets of essays to raters within teams.

Continuing Preparation of the Rater's Tally Sheets

1. Use the information on the EMS to complete this step. In the space provided at the top

of column 2 of each RTS write in the number of the team to which a set of essays has been assigned.

See FIGURE 5, where these two steps have been completed

2. In the spaces provided in column 2 of each RTS, write the names of the three raters on a team behind the letter to which each has been assigned.

NOTE: If names are not available at this stage, ignore step 2 and write in the names after the teams are identified or, even, just before distributing the sets of essays to the raters.

3. For each set of essays, prepare a folder by writing promirently on its cover the Set Number of the set of essays it will contain.

4. Xerox four copies of each RTS thus prepared.

5. Circle in red on one copy reader A's name.

6. Circle in red on a second copy reader B's name.

7. Circle in read on a third copy reader C's name.

8. Circle in red the column heading

"Referee's Name" (Column 4) on a fourth copy.

9. Write in large letters the word "Summary" at the top of the fifth copy.

10. Place each set of essays with its accompanying five copies of the prepared RTS in its proper folder.

The essays are now ready to be distributed to the raters. Before discussing the management of the ratings session, however, some brief comments about the physical arrangements are in order.

8. PHYSICAL ARRANGEMENTS FOR THE RATINGS TASK. Workspace both for the raters and for the clerk or secretary who will be in charge of distributing the essays and compiling the scores must be considered.

A. The conditions under which the raters read the essays should be, as much as possible, uniform both from one essay to another and from one rater to another. It is not satisfactory, that is to say, for the essays to be given to the raters to be read at the raters' homes or workplaces. Rather, the raters should be brought to a central location where uniformity of rating conditions can be controlled

and where random interruptions and distractions can be minimized.

Ratings tasks of the present sort have commonly been carried out under one of two physical arrangements. In the first alternative, the raters pick up the items to be rated at some central location and then take them to some private place--typically a hotel room--for the reading. In the other alternative, all the raters are assigned workspace in some large room or hall and do their reading in this common area.

Either alternative is satisfactory, since either provides for a general uniformity of conditions, but the latter arrangement seems likely to be usually the most convenient.

B. The clerks and/or secretaries charged with handling the essays and making initial tabulations or scores should have a work station in or near the location where the raters do their reading. They will need table space adequate for laying out the folders containing the essays and for spreading out the contents of the folders to do the necessary tabulating.

9. ADMINISTERING THE RATINGS SESSIONS. It seems likely that the person who is responsible for training the raters will also be in overall charge of the ratings task itself. Those portions of that person's duties that pertain to the training and retraining functions are treated in this manual.

After the completion of the first ratings session, a good part of the work of compiling and recording the scores can be done during the ratings sessions, while the raters are at work, so that at the end of the final ratings session only the work done during that session will remain to be processed. The tasks for which the administrative staff

will be responsible during the ratings sessions may conveniently be distinguished according to the points in the ratings process when they can or must be accomplished.

A. Prior to each ratings session, essays must be distributed, and after each session they must be collected, and certain record-keeping operations must be performed.

B. During each ratings session except the first, the ratings awarded by the raters during the preceding session must be transferred from the raters' copies of the Rater's Tally Sheet to the Summary copies of the RTS. (i.e., the ratings given during the first ratings session will be compiled during the second session, and so on.)

C. Following the conclusion of each three session block--i.e., each time the reading of a set of essays by all three raters has been completed--the ratings awarded to each set of essays must be inspected for three purposes:

1. to determine which essays must be submitted to a referee;

2. to compute and record the scores of the essays that will not be submitted to a referee; and

3. to make initial estimates of inter-rater agreement, for the purpose of determining whether rater retraining session should be scheduled and for which teams.

Each of these tasks is discussed in turn in the following sections.

10. ESSENTIAL OPERATIONS PRIOR TO AND FOLLOWING EACH RATINGS SESSION. Before each session, each set of essays will be removed from its folder and will have clipped to it an RTS marked for the rater whose turn it is to read the essays. The sets of essays will be passed out to or picked up by the raters. Track will be kept of the movement of the essays on the Essay Management Schedule.

After each session, the essays will be turned in by or collected from each rater, returned to the proper folder, and checked in on the Rater's Tally Sheet. If another rater is still to read the set of essays, the RTS for the next rater will be clipped to the set of essays, so the set is ready to be passed out at the start of the next session.

These operations are straightforward, and their Chronology follows.

Refer to FIGURE 4

Preparing a Set of Essays for a Rater

1. Assume rater A of Team 1, who is to read the set of essays marked 01.
2. Remove the set of essays from the folder marked 01, along with rater A's

RTS, leaving the other RTS's in the folder.

3. Clip A's RTS to the set of essays after checking the code numbers on the sheet against those on the essays in the set, to ensure that a set of essays may not have been misfiled.

4. When rater A picks up or is given the set of essays, draw a small circle around the number of the essay in the column corresponding to the ratings session and in the row following the rater's name on the EMS.

5. For each rater on each team repeat the preceding steps prior to each ratings session.

Refer to FIGURE 4

Receiving a Set of Essays from a Rater After a Ratings Session

1. Assume rater A of Team 1, who has completed reading the set of essays marked 01.

2. When the set of essays is returned by or picked up from the rater, cross out the circle drawn around the number of the set on the EMS in step 4 above.

3. Remove the RTS from the set of essays and return it to the proper folder.

4. If another rater is still to read the set of essays, clip his RTS to the set of essays and replace the set in the folder; if there is no other rater, return the set of essays to the folder and draw a circle around the number on the outside of the folder to indicate all initial ratings have been completed.

5. For each rater on each team repeat the preceding steps at the close of each ratings session.

6. A second class of operations to be carried out during the ratings session pertains to the total scores awarded to essays by three raters. This data, of course, will be available only at the end of a block of three ratings sessions.

The operations in question are:

a. the determination of which essays will have to be forwarded to a referee; and

b. the totalling of scores of essays

that will not have to be forwarded to a referee.

A discussion of the nature and timing of the referees' work is deferred until Section 13, below.

11. COMPILING SCORES AWARDED BY THE RATERS. Each time a set of scored essays is returned by a rater, the rater's ratings are to be copied from his or her Rater's Tally Sheet onto the Summary copy of the RTS. This should be done as soon as possible during the ratings session following the one in which the ratings were awarded. Care must be taken to transcribe the ratings accurately from one RTS to the other; the numbers in the margins of the RTS (columns 1 and 8) are intended as an aid to accuracy.

See FIGURE 5, where this has been done for a fictitious set of scores

Compiling Raters' Scores on the Summary Rater's Tally Sheet

1. Assume that Rater A of Team 1 has read and returned the set of essays marked 01.

2. Take Rater A's RTS and the RTS marked "Summary" from the folder containing essay set 01. Carefully copy Rater A's ratings in column 2 under Rater A's name.

3. Assume that Raters B and C of Team 1 have completed their readings of the set of essays marked 01.

See FIGURE 6, where this has been done for three fictitious sets of scores.

4. Carefully copy Rater B's and Rater C's ratings under their names in column 2 of the "Summary" RTS.

5. Always return all copies of the RTS promptly to the proper folder when the scores have been copied.

6. Repeat these steps for each rater and each set of essays during the ratings session following the one in which the ratings are awarded.

12. DETERMINING WHICH ESSAYS ARE TO BE READ BY A REFEREE. The referees are particularly expert and experienced judges of essays. In cases where the three raters of an essay do not agree within specified limits (as explained below), the essay is sent to a referee, whose score will replace the most discrepant of the three original scores.

When all three raters in a team have read a set of essays and the ratings have been transcribed on the Summary copy of the Rater's Tally Sheet, each set of ratings must be examined to determine whether

the ratings fall within acceptable limits. If the three ratings are within these limits, they are summed and the total is entered in column 3, which is headed: "Total or to Referee." If the three ratings diverge from one another by too much, an X is entered in column three on the Summary Rater's Tally Sheet. When all the ratings on the Summary RTS have been so treated, the X's are copied in the proper rows in column 3 of the referee's copy of the Rater's Tally Sheet, as directions to the referee which essays in the set he is to read.

The nature and the management of the referees' function are treated in detail in Section 13. The concern here will be with the method for deciding which essays are to be marked for reading by a referee. Two rules govern the decision whether or not to send an essay to a referee.

A. If any rating in the set of three differs from another by two or more, the essay is to be sent to a referee.

B. If one rater gives an essay a passing rating (2 or higher) while the other two give it a "1," it is to be sent to a referee. That is to say, that all sets of ratings with distributions of 1 1 2 are to be read by a referee.

The possible combinations of ratings for three raters is as follows:

1 1 1	1 3 3	2 3 4

1 1 2	1 3 4	2 4 4
1 1 3	1 4 4	3 3 3
1 1 4	2 2 2	3 3 4
1 2 2	2 2 3	3 4 4
1 2 3	2 2 4	4 4 4
1 2 4	2 3 3	

Under Rule A, which says that if there is a spread of two points or more between any two scores, the essay shall be sent to a referee, those combinations that are underlined above must be read by a referee and would be marked with an X in column 3. In addition, under Rule B, the combinations 1 1 2, which involve disagreement about whether an essay passes or fails, would also be marked for the referee's attention.

(Note that the order of the scores is irrelevant. For decision purposes, for example, the following sets of scores--reading across the columns headed by the raters' names-would be exactly equivalent: 2 3 4, 3 4 2, and 4 3 2.)

Several of these combinations are unlikely to occur--for instance, combinations such as 1 1 4 or 1 4 4--and are included only for the sake of completeness.

As many as one-third of all ratings awarded by the three original raters may be found to fall in combinations covered by one of

the rules above, and could therefore be marked for an additional reading by a referee.

This step of evaluating combinations of ratings to decide which should be totalled and which should be sent to referees is of the most crucial importance. It is essential that the greatest care be taken in making the decisions, in totalling scores and in marking essays to be read by referees. Accuracy must be preferred to speed at this step, even if that means that numbers of the scores will be processed after rather than during the ratings sessions.

Deciding on Score Totals or Referrals to a Referee

1. Be sure you know the rules governing the forwarding of essays to referees.
2. Always use a ruler or straightedge when examining sets of ratings; make sure both ends of the ruler are lined up with the same numbers in the marginal columns.
3. Examine each set of scores on the Summary RTS to see if it contains either two scores that differ from one another by two or more (Rule A)

or is some combination of the ratings 1 1 2 (Rule B).

4. If a set of ratings is of one of these descriptions, mark an X on its row in column 3 of the Summary RTS.

5. If a set of ratings does not fit either of the descriptions, add them up and write the total score on its row in column 3 of the Summary RTS.

6. Continue until all the sets of ratings on the Sheet have been treated.

7. Take the Referee's RTS from the folder, fold it lengthwise down the lefthand line defining column 3. Lay the Referee's RTS on the Summary RTS so that the spaces in column 3 match.

8. Carefully mark an X in column 3 of the Referee's RTS in every space corresponding to one on the Summary sheet that contains an X.

9. Check all of your work.

10. Clip the Referee's RTS to the set of essays.

11. Return everything to the folder.

See Figure 7, where this has been done for a fictitious set of data; make sure you understand why each decision has been made.

13. THE REFEREES AND THEIR ROLE. The referees will be readers of broad experience and acknowledged professional expertise in the teaching of written composition. Most of them will be drawn from among senior members of high school and college English departments. Their role in the overall ratings process is to adjudicate disagreements among raters.

In cases where raters have disagreed whether an essay should be passed or failed, the referee reads the essay for the sake of fairness to the testee. In cases where the ratings awarded by raters diverge greatly, the referee reads the essay for the purpose of reducing the discrepancy-the referee's score will replace the most discrepant original score. (Reducing such discrepancies will increase the reliability of the ratings process, which is to say, reduce the possibility of unfair or inaccurate scores being awarded to testees.)

Several remarks about the referees are in order here.

A. Since, as noted above, it would not be unusual for as many as one-third of all the essays to be in need of a referee's adjudication, it would be good to plan on having one referee for every three teams of raters. It will then take the referees approximately the same amount of time to complete their readings as it will take the raters to complete theirs.

B. Although it would be possible for the referees to do their reading at another time and place, there are three reasons for preferring that their work--or at least the bulk of it--be done during the regular ratings sessions.

1. The referees must go through the same training and retraining sessions as the raters, and may as well stay and get to work.
2. If the referees are scheduled to be present during the ratings sessions, they will always be available to replace raters who, for whatever reasons, do not show up for ratings sessions.
3. The consideration that readings of the essays should be made under conditions that are as uniform as possible applies to the referees as well as to the raters.

Basically the same procedures that were followed earlier for assigning sets of essays to raters will be followed in assigning them to referees. The same procedures that were followed in passing out and collecting essays from raters will also be followed with the referees.

Assigning Sets of Essays to Referees

NOTE: Do not separate the essays to be read by a referee from the others

in the set; the essays are to be kept together and in the original order, as this will expedite reassociating essays with their cover sheets. The raters and referees will have been given instructions to the same effect.

1. Assume three teams of raters and three referees.

2. Assign one referee to each team.

See FIGURE 8 for format

3. Prepare a copy of the Referee's Routing Sheet for each referee, writing the referee's name at the top and the numbers of the sets of essays assigned to the referee's team down column 1.

4. As a set of essays is issued to a referee:

   a. Write the referee's name at the top of column 4 of the Rater's Tally Sheet marked for the referee;

   b. Make a check mark in the "Out" column (column 3) on the Referee's Routing Sheet and fill in the date (column 5) in the row spaces corresponding to the number of the set of essays.

NOTE: The referee is to be given only the set of essays and his or her copy of the RTS, so that no referee will have information about how a rater may have scored any particular essay. All completed Rater's Tally Sheets should be retained in the folder.

5. As a set of essays is received from a referee:

   a. Check off the set in column four of the Referee's Routing Sheet.

   b. Return the set of essays and the referee's Rater's Tally Sheet to the folder.

6. Issue the referee his next set of essays, repeating the above steps until all sets of essays have been read by the referees.

14. RECORDING THE REFEREE'S RATING. When a referee has read and rated the essays in a set and recorded the ratings on his or her copy of a

Rater's Tally Sheet, the ratings are to be transferred to the Summary copy of the Rater's Tally Sheet for the particular set of essays.

Recording a Referee's Rating

1. Remove the referee's RTS from the set of essays.
2. Replace the essays in the folder, and take the Summary copy of the RTS from the folder.
3. Fold the referee's copy of the RTS down the right hand margin of Column 4 (as was done earlier), and carefully copy his ratings in the proper spaces.
4. When the ratings are copied, replace the referee's copy of the RTS in the folder.

See FIGURE 9 where this has been completed.

15. REPLACING THE DISCREPANT RATING AND RECORDING THE FINAL SCORE. This is the next-to-last step in processing the writing examination scores. It involves three steps:

A. Replacing the most discrepant rater's rating with the

referee's rating. There are three possible cases here, one where the discrepant rating is immediately apparent, one in which it is not, and one special case where there is a borderline pass/fail situation.

1. The discrepant rating is immediately identifiable in the case in which one rating differs from any other rating by two or more. Instances of this case would include the following sets of rating: 1 3 3, 2 4 4, 3 1 1, 4 2 2, 1 3 4. In each instance the first rating in the set is separated from the others by two or more, and it would be discarded and replaced by the referee's rating.

2. The discrepant rating is not immediately identifiable in two possible distributions of scores: 1 2 3 and 2 3 4, 4. The extreme rating in either direction might be considered discrepant. In such cases, follow the rule that the rating furthest from the arithmetical mean of the ratings distribution is to be considered discrepant. The mean of the ratings 1 through 4 is 2.5. So in the distribution 1 2 3, the rating of 1 will be discarded and replaced by the referee's score, and in the distribution 2 3 4, the 4 rating will be discarded and replaced.

3. The special case is the distribution 1 1 2, with two raters finding the essay unsatisfactory and one finding it satisfactory. Although there is strictly no major divergence of judgment here, for the sake of fairness to

the testee, all such cases should be sent to a referee. Follow this rule for handling the referee's rating in this case:

a. If the referee awards a rating of "2" or higher, strike out one of the "1" ratings and replace it with the referee's, making the total 1 + 2 + 2 = 5, or a passing score. (It would be unlikely for a referee to award a "3" in such a case, but if he did, the result would be 1 + 2 + 3 = 6.)

b. If the referee awards a rating of "1", strike out the "2" awarded by the rater, which in fact transforms the possibly disputed unsatisfactory score into a unanimously unsatisfactory one.

NOTE: It is expected that the function of the referee's scoring the essays will be to reduce the variability within sets of ratings. Or, to put it differently, that the referee's rating will tend to agree with the majority rating or to approach it more closely than the discrepant one. In the distribution 1 3 3, for example, it would be expected that the referee would award the essay a rating of 2 or 3, thus reducing the "spread" of scores. This will, indeed, usually happen, since it not likely that the referee happens to share whatever perceptions of the essay in question influenced the most discrepant rater. Sometimes, however, it will be found that the referee will award the same rating as the most discrepant rater--or maybe even a more discrepant one. For the sake of the regularity of the procedure, the referee's score in such cases still must replace the discrepant score. To do otherwise would be

illegitimately to manipulate the reliability estimates for the whole operation.

B. Once the discrepant ratings have been identified and stricken out, the score for the essay is totalled by adding the referee's rating to the two remaining raters' ratings. This total score is recorded in column 6 of the Summary Rater's Tally Sheet. At the same time, as a check on accuracy, all other ratings totals should be double-checked and also recorded in column 6.

C. Now, for each essay it is possible to make and record a judgment about whether the essay is satisfactory (a passing score) or unsatisfactory (a failing score).

An essay will be deemed satisfactory if the total score awarded by the three raters or by two raters and a referee is equal to 5 or higher.

An essay will be deemed unsatisfactory if the total score awarded by the three raters or two raters and a referee is equal to 3 or 4.

Finally, then, a judgment is to be made about each total score recorded in column 6 on the Summary Rater's Tally Sheet--whether it passes or fails. In column 7 this judgment is to be recorded by writing a "U" if the score is a 3 or a 4 and an "S" if the score is 5 or anything higher.

The Chronology for these operations follows.

Replacing the Most Discrepant Rater's Rating with the Referee's Rating
1. All the following steps involve only

ratings already recorded on the Summary copy of each RTS.

2. For each set of ratings for which there is an "X" in column 3 and a referee's rating in column 4:

a. Locate the most discrepant of the three ratings. It would be either:

1. The rating separated by two or more ratings from any other or

2. The "1" in the distribution 1 2 3, or the "4" in the distribution 2 3 4, or

3. The "1" or "2" rating in a 1 1 2 distribution, where the referee's rating is "1" or "2", respectively.

b. Strike through the discrepant rating, clearly marking it as discarded but not obliterating it.

See FIGURE 10, where this has been done

c. Total the ratings of the two remaining raters and the referee and record the score in column 6.

3. For all other ratings--i.e., those sets not discrepant enough to require

that the essays be read by a referee--check the arithmetic to assure the proper total is recorded and write that total score (from column 3) in column 6.

4. For each score in column 6 that is a "5" or higher, write an "S" in column 7, signifying that the essay has been judged satisfactory. For each score in column 6 that is a "3" or a "4", write "U" to signify the essay has been judged unsatisfactory.

6. Repeat these steps for the data on the Summary RTS for each set of essays.

See FIGURE 11.

16. FINAL STEPS. With the recording of "S" and "U" grades on the Summary RTS's, the ratings process itself is concluded. Disposition must be made of the summary RTS's and the sets of essays, however.

A. One Xerox copy of each Summary RTS is to be made--one copy to be filed with the set of essays whose scores it describes; the other to be used by a keypunch operator to enter testee code numbers and scores into the computer (an operation that is beyond the purview of this manual).

B. Each cover sheet (removed from the essay in the first stages of this process) is to be restapled to the proper essay, and the total score awarded the essay (the number score, not the "S" or "U" grade) is to be written on each cover sheet. When the cover sheets are reattached, each set of essays, along with all copies of that set's RTS's, are to be placed in the file folder marked for that set, and the folders filed in numerical order.

Reassembling the essays and cover sheets by sets will make them easily obtainable and usable in cases where scores are questioned or challenged, or where it is desired to use the scored essays for research purposes-to perform statistical research on inter-rater reliability, for example, or to perform correlational studies on the associations between biographical data on the cover sheets and scores on the essays.

Once the summary RTS's have been gathered up for transmittal to the officals responsible for entering the scores into the computer, there will be no time pressure on "mopping up" the final steps-e.g., reassociating cover sheets with essays-but these final steps should be done carefully and accurately so that later access to the record can be had without difficulty.

Transmitting Scores to Testing Office

1. Assemble all RTS's after all "S" and "U" scores have been determined and recorded.
2. Make one xerox copy of each RTS.

3. Assemble one complete set of copies of the Summary RTS's completed during the session, place it in a folder or other appropriate container, and forward it to the designated testing official.
4. Retain the other set of copies of the RTS's for the purposes of recording individual scores on testees cover sheets.

Reassembling Essays and Cover Sheets and Recording Testees Scores

1. For each set of essays, recover from the files the cover sheets removed at the beginning of the ratings process.
2. Staple each cover sheet to its proper essay, making sure that the code numbers on the two documents match.
3. When the cover sheets for a set of essays have been reattached, refer to the Summary RTS for that set and write each testee's total score in the space provided for that purpose on each cover sheet.

4. When all scores for a set have been entered, return the set of essays and all copies of the RTS to the folder, to be filed for future reference.

5. Repeat these procedures for all sets of essays.

6. When all sets have been processed and filed, place all other papers--the Essay Management Schedules and Referees' Schedules--in another marked and dated folder, to be filed with the essays for future reference.

JH/mm/M-3

APPENDIX A. COMPLETED AND PARTIALLY COMPLETED FORMS, KEYED TO INSTRUCTIONS IN THE CHRONOLOGY.

FIGURE 2.

Set No. 01

RATER'S TALLY SHEET (RTS)

Date 5/3/80 Location Tallahassee By (Clerk)

1	2			3	4	5	6	7	8
Essay No.	Raters' Names A	B	C	Total or to Referee	Referee's Name	Code No.	Score	S/U	
1						2100			1
2						2101			2
3						2102			3
4						2103			4
5						2104			5
6						2105			6
7						2106			7
8						2107			8
9						2108			9
10						2109			10
11						2110			11
12						2111			12
13						2112			13
14						2113			14
15						2114			15
16						2115			16
17						2116			17
18						2117			18
19						2118			19
20						2119			20
21						2120			21
22						2121			22
23						2122			23
24						2123			24
25						2124			25
26						2125			26
27						2126			27
28						2127			28
29						2128			29
30						2129			30
31						2130			31
32									32

FIGURE 3.

ESSAY MANAGEMENT SCHEDULE

For _____ Essays in _____ Sets (Use one form for each 1,000 essays, approximately)

For Sets Numbered from _____ to _____ Location _____ Dates _____ _____

Day	First					Second					Third				
Session	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Team 1															
A _____															
B _____															
C _____															
Team 2															
A _____															
B _____															
C _____															
Team 3															
A _____															
B _____															
C _____															

FIGURE 4.

ESSAY MANAGEMENT SCHEDULE

For 1,000 Essays in 33 Sets (Use one form for each 1,000 essays, approximately)

For Sets Numbered from 01 to 33 Location Tallahassee Dates 5/3/80-5/5/80

Day	First					Second					Third				
Session	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Team 1															
A Brown		01	02	03			10	11	12	19	20	21	28	29	30
B Green		02	03	01			11	12	10	20	21	19	29	30	28
C White		03	01	02			12	10	11	21	19	20	30	28	29
Team 2															
A Baker		04	05	06			13	14	15	22	23	24	31	32	33
B Porter		05	06	04			14	15	13	23	24	22	32	33	31
C Farmer		06	04	05			15	13	14	24	22	23	33	31	32
Team 3															
A Harper		07	08	09			16	17	18	25	26	27			
B Singer		08	09	07			17	18	16	26	27	25			
C Player		09	07	08			18	16	17	27	25	26			

INITIAL TRAINING SESSION

RETRAINING SESSION (IF REQUIRED)

FIGURE 5.

Set No. 01

RATER'S TALLY SHEET (RTS)

Date 5/3/80 Location Tallahassee By (clerk)

1	2			3	4	5	6	7	8
Essay No.	Raters' Names A Brown	B	C	Total or to Referee	Referee's Name	Code No.	Score	S/U	
1	2					2100			1
2	2					2101			2
3	1					2102			3
4	3					2103			4
5	1					2104			5
6	2					2105			6
7	3					2106			7
8	1					2107			8
9	2					2108			9
10	2					2109			10
11	2					2110			11
12	1					2111			12
13	4					2112			13
14	3					2113			14
15	2					2114			15
16	2					2115			16
17	2					2116			17
18	3					2117			18
19	3					2118			19
20	2					2119			20
21	2					2120			21
22	2					2121			22
23	2					2122			23
24	1					2123			24
25	2					2124			25
26	3					2125			26
27	1					2126			27
28	1					2127			28
29	2					2128			29
30	3					2129			30
31	2			50		2130			31
32									32

FIGURE 6.

Set No. 01

RATER'S TALLY SHEET (RTS)

Date 5/3/80 Location Tallahassee By (Clerk)

Summary

1	2			3	4	5	6	7	8
Essay No.	Raters' Names A Brown	B Green	C White	Total or to Referee	Referee's Name	Code No.	Score	S/U	
1	2	3	4			2100			1
2	2	2	2			2101			2
3	1	1	1			2102			3
4	3	2	3			2103			4
5	1	2	2			2104			5
6	2	2	3			2105			6
7	3	3	3			2106			7
8	1	2	1			2107			8
9	2	2	2			2108			9
10	2	3	3			2109			10
11	2	3	2			2110			11
12	1	2	1			2111			12
13	4	3	3			2112			13
14	3	2	3			2113			14
15	2	2	2			2114			15
16	2	2	3			2115			16
17	2	2	2			2116			17
18	3	3	3			2117			18
19	3	2	3			2118			19
20	2	2	4			2119			20
21	2	2	3			2120			21
22	2	1	3			2121			22
23	2	2	2			2122			23
24	1	1	1			2123			24
25	2	2	2			2124			25
26	3	3	3			2125			26
27	1	2	2			2126			27
28	1	1	1			2127			28
29	2	2	2			2128			29
30	3	4	3			2129			30
31	2	3	2	51		2130			31
32									32

FIGURE 7.

Set No. 01

RATER'S TALLY SHEET (RTS)

Date 5/3/80 Location Tallahassee By (Clerk)

Summary

1	2			3	4	5	6	7	8
Essay No.	Raters' Names A Brown	B Green	C White	Total or to Referee	Referee's Name Smith	Code No.	Score	S/U	
1	2	3	4	X		2100			1
2	2	2	2	6	X	2101			2
3	1	1	1	3	X	2102			3
4	3	2	3	8	X	2103			4
5	1	2	2	5	X	2104			5
6	2	2	3	7	X	2105			6
7	3	3	3	9	X	2106			7
8	1	2	1	X		2107			8
9	2	2	2	6	X	2108			9
10	2	3	3	8	X	2109			10
11	2	3	2	7	X	2110			11
12	1	2	1	X		2111			12
13	4	3	3	10	X	2112			13
14	3	2	3	8	X	2113			14
15	2	2	2	6	X	2114			15
16	2	2	3	7	X	2115			16
17	2	2	2	6	X	2116			17
18	3	3	3	9	X	2117			18
19	3	2	3	8	X	2118			19
20	2	2	4	X		2119			20
21	2	2	3	7	X	2120			21
22	2	1	3	X		2121			22
23	2	2	2	6	X	2122			23
24	1	1	1	3	X	2123			24
25	2	2	2	6	X	2124			25
26	3	3	3	9	X	2125			26
27	1	2	2	5	X	2126			27
28	1	1	1	3	X	2127			28
29	2	2	2	6	X	2128			29
30	3	4	3	10	X	2129			30
31	2	3	2	7	X	2130			31
32									32

8.

READER'S ROUTING SHEET

Reference Name _____

Assigned Essay Set Numbers	Out	In
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

FIGURE 9.

Set No. 01

RATER'S TALLY SHEET (RTS)

Date 5/3/80 Location Tallahassee By (Clerk)

Summary

1	2			3	4	5	6	7	8
Essay No.	Raters' Names A Brown	B Green	C White	Total or to Referee	Referee's Name Smith	Code No.	Score	S/U	
1	2	3	4	X	3	2100			1
2	2	2	2	6	X	2101			2
3	1	1	1	3	X	2102			3
4	3	2	3	8	X	2103			4
5	1	2	2	5	X	2104			5
6	2	2	3	7	X	2105			6
7	3	3	3	9	X	2106			7
8	1	4	1	X	1	2107			8
9	2	2	2	6	X	2108			9
10	2	3	3	8	X	2109			10
11	2	3	2	7	X	2110			11
12	4	2	1	X	2	2111			12
13	4	3	3	10	X	2112			13
14	3	2	3	8	X	2113			14
15	2	2	2	6	X	2114			15
16	2	2	3	7	X	2115			16
17	2	2	2	6	X	2116			17
18	3	3	3	9	X	2117			18
19	3	2	3	8	X	2118			19
20	2	2	4	X	3	2119			20
21	2	2	3	7	X	2120			21
22	2	4	3	X	2	2121			22
23	2	2	2	6	X	2122			23
24	1	1	1	3	X	2123			24
25	2	2	2	6	X	2124			25
26	3	3	3	9	X	2125			26
27	1	2	2	5	X	2126			27
28	1	1	1	3	X	2127			28
29	2	2	2	6	X	2128			29
30	3	4	3	10	X	2129			30
31	2	3	2	7	X	2130			31
32				54					32

Set No. 01

FIGURE 10.

RATER'S TALLY SHEET (RTS)

Date 5/3/80 Location Tallahassee By (Clerk)

Summary

1	2			3	4	5	6	7	8
Essay No.	Raters' Names A Brown	B Green	C White	Total or to Referee	Referee's Name Smith	Code No.	Score	S/U	
1	2	3	4	X	3	2100	8		
2	2	2	2	6	X	2101	6		
3	1	1	1	3	X	2102	3		
4	3	2	3	8	X	2103	8		
5	1	2	2	5	X	2104	5		
6	2	2	3	7	X	2105	7		
7	3	3	3	9	X	2106	9		
8	1	2	1	X	1	2107	3		
9	2	2	2	6	X	2108	6		
10	2	3	3	8	X	2109	8		1
11	2	3	2	7	X	2110	7		1
12	1	2	1	X	2	2111	5		1
13	4	3	3	10	X	2112	10		1
14	3	2	3	8	X	2113	8		1
15	2	2	2	6	X	2114	6		1
16	2	2	3	7	X	2115	7		1
17	2	2	2	6	X	2116	6		1
18	3	3	3	9	X	2117	9		1
19	3	2	3	8	X	2118	8		1
20	2	2	4	X	3	2119	7		2
21	2	2	3	7	X	2120	7		2
22	2	1	3	X	2	2121	7		2
23	2	2	2	6	X	2122	6		2
24	1	1	1	3	X	2123	3		2
25	2	2	2	6	X	2124	6		2
26	3	3	3	9	X	2125	9		2
27	1	2	2	5	X	2126	5		2
28	1	1	1	3	X	2127	3		2
29	2	2	2	6	X	2128	6		2
30	3	4	3	10	X	2129	10		3
31	2	3	2	7	X	2130	7		3
32									3

Set No. 01

FIGURE 11.

RATER'S TALLY SHEET (RTS)

Date 5/3/80 Location Tallahassee By (Clerk)

Summary

1	2			3	4	5	6	7	8
Essay No.	Raters' Names A Bascom	B Gauch	C White	Total or to Referee	Referee's Name Smith	Code No.	Score	S/U	
1	2	3	4	X	3	2100	8	S	
2	2	2	2	6	X	2101	6	S	
3	1	1	1	3	X	2102	3	U	
4	3	2	3	8	X	2103	8	S	
5	1	2	2	5	X	2104	5	S	
6	2	2	3	7	X	2105	7	S	
7	3	3	3	9	X	2106	9	S	
8	1	X	1	X	1	2107	3	U	
9	2	2	2	6	X	2108	6	S	
10	2	3	3	8	X	2109	8	S	1
11	2	3	2	7	X	2110	7	S	1
12	1	2	1	X	2	2111	5	S	1
13	4	3	3	10	X	2112	10	S	1
14	3	2	3	8	X	2113	8	S	1
15	2	2	2	6	X	2114	6	S	1
16	2	2	3	7	X	2115	7	S	1
17	2	2	2	6	X	2116	6	S	1
18	3	3	3	9	X	2117	9	S	1
19	3	2	3	8	X	2118	8	S	1
20	2	2	4	X	3	2119	7	S	2
21	2	2	3	7	X	2120	7	S	2
22	2	1	3	X	2	2121	7	S	2
23	2	2	2	6	X	2122	6	S	2
24	1	1	1	3	X	2123	3	U	2
25	2	2	2	6	X	2124	6	S	2
26	3	3	3	9	X	2125	9	S	2
27	1	2	2	5	X	2126	5	S	2
28	1	1	1	3	X	2127	3	U	2
29	2	2	2	6	X	2128	6	S	2
30	3	4	3	10	X	2129	10	S	3
31	2	3	2	7	X	2130	7	S	3
32									3

APPENDIX B. BLANK COPIES OF FORMS FOR XEROXING.

Set No. _____

RATER'S TALLY SHEET

Date _____ Location _____ By _____

1	2	3	4	5	6	7	8
Essay No.	Raters' Names A _____ B _____ C _____	Total or to Referee	Referee's Name	Code No	Score	S/U	
1							1
2							2
3							3
4							4
5							5
6							6
7							7
8							8
9							9
10							10
11							11
12							12
13							13
14							14
15							15
16							16
17							17
18							18
19							19
20							20
21							21
22							22
23							23
24							24
25							25
26							26
27							27
28							28
29							29
30							30
31							31
32							32
33							33

ESSAY MANAGEMENT SCHEDULE

For_____Essays in_____Sets (Use one form for each 1,000 essays, approximately)

For Sets Numbered from_____ to_____ Location_____ Dates_____

Day	First					Second					Third				
Session	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Team 1															
A_____															
B_____															
C_____															
Team 2															
A_____															
B_____															
C_____															
Team 3															
A_____															
B_____															
C_____															

REFEREE'S ROUTING SHEET

Referee's Name _____

Assigned Essay Set Numbers	Out	In
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		